

# FUSEBOX + KINGSTON HERITAGE

## AN ACTIVITY PACK FOR KS2



**THE WHARF**  
Having offered to public competition has been lately formed at a considerable Expense, in a very complete manner, a  
**Abuts upon the New Bridge,**  
AND EXTENDS  
**110 FEET IN LENGTH BY 120 FEET IN DEPTH.**  
IN WHICH IS SITUATE  
**THE AREA OF THE LAND ARCH,**  
Comprising an important and truly desirable Premises for a respectable Establishment, which it is well worth confidence to build upon, and will prove highly profitable.  
**A WHARF,**  
WITH THE CONVENIENCE OF CRANES, STORAGE, &c.  
And affording a secure repository for Goods having been long a desideratum in  
**The Town of Kingston,**  
To facilitate its Commerce Trade with the  
Populous Towns of Dorking, Leatherhead, Epsom, Ewell,  
And other parts of  
**The County of Surrey,**  
FOR WHICH KINGSTON, FROM ITS ADVANTAGEOUS SITUATION ON  
**THE RIVER THAMES,**  
Must always be the preferable Depot.  
**THESE CAPITAL PREMISES,**  
Will be Let by Auction,  
BY  
**MR. JOHN DAWSON,**



This Activity Pack has been designed for teachers and group leaders to use for deeper engagement into the key topics and themes that may derive from a free self-led visit to **FUSEBOX** in Kingston Upon Thames.

Used in conjunction with the Teacher's Resource pack, it provides a range of creative activities to explore how the unique heritage held within **FUSEBOX** can act as a bridge to further learning about the local history and culture of Kingston and beyond.

The three key subjects of **Transport**, the **River** and the **Market** are used in focus, to place these local narratives within the national context and link them to contemporary themes such as urbanisation, migration and cultural diversity.

A range of primary sources have been collected from the Kingston Heritage Centre to aid pupils in engaging with historical material related to their local area.

Whilst providing clear links to **Key Stage 2 History** and **English**, we encourage an exploration of **FUSEBOX** and these activities through the additional lenses of **Citizenship** and the **Creative Arts**.

The Activity Pack is designed to provide teachers with background information to share with the group before leading them in the activities.

A glossary of words that will be used in the pack is provided on the first page.

These activities can be adapted and developed to suit the needs and requirements of the group.

# Kingston and Fusebox Activity Pack



## NEW WORDS GLOSSARY

**Toll-** A payment charged to drive on some roads or over some bridges.

**Debate-** A formal discussion about a subject where people have different views. Different facts and opinions are presented by each side during the discussion.

**Oath** -A promise made in public to do something or follow certain rules - a bit like a Pinky Promise!

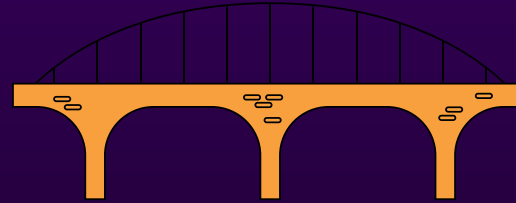
**Primary Source-** A work that gives original information, such as a document, image, film, sound recording, or object It is something that comes from a time being studied or from a person who was involved in the events being studied.

**Protest** - A rally or other public activity in support of or against a particular cause such as Climate Action or Black Lives Matter.

**Rural** - Describes areas that are in the countryside, such as farmland.

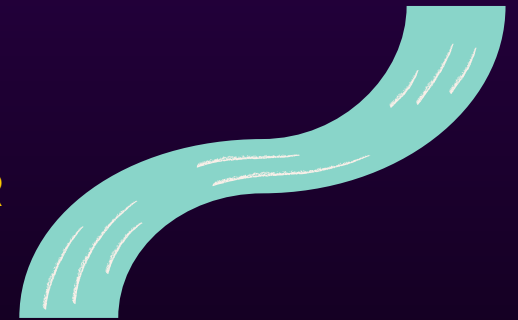
**Urban** - Describes areas where many people live and work, usually cities or the downtown areas of larger towns.

## KEY THEMES



THE BRIDGE

THE RIVER



THE MARKET

# Kingston Bridge Tolls

## - Teachers' Introduction

When Kingston Bridge was first built around the 16th century, it was a very flimsy, wooden structure that was often breaking and needing repair, due to frequent flooding and the number of vehicles travelling over it.

For the next 200 years, the ruling Kings decided to raise the money to fix the bridge, by charging a toll or tax to cross it.

In 1812, the bridge was in such bad condition, that they decided it had to be re-built completely - this time out of the stronger materials of stone and brick.

To help pay for this £40,000 project, tolls were charged for use of the new bridge. These tools were extremely unpopular with the ordinary people who needed to use it. Everyone was required to pay whether they were crossing by car, bicycle, or even when walking!

The subject of tolls was strongly debated for many years, and there were frequent protests by the public calling for an end to the charges. In 1870, the authorities finally agreed to cancel the tolls and make crossing of Kingston Bridge free of charge again.

Sources describe the huge public celebration that followed, with parades, fireworks and even a ceremonial burning of the toll gates!

Take a look at this **primary source** on the right - the Official Programme from the event, on Saturday 12th Mar

What else would I like to find out?

Who could I tell about my new information?

Are there some things I could explain to my class? I have learnt

## FREE OF TOLL, Saturday, March 12, 1870,

### OFFICIAL PROGRAMME.

The Lord Mayor and the Sheriffs of Middlesex will be received on their arrival at the Station, by the Mayor, Corporation, Bridge Trustees, and other authorities, and a Guard of Honour of the 12th Royal Surrey Volunteers. The PROCESSION will then be formed in the following order:—

12th Surrey Rifle Volunteers.  
Sir J. C. Lawrence, Chairman, Sir J. Thwaites and the other Members of the Joint Committee of the Corporation of London, and the Metropolitan Board of Works.  
The City Chamberlain and Mr. Pollard.  
The Bridge Trustees.  
The Corporation and the Local Board Committee.  
Band of the 3rd Royal Surrey Militia.  
Captain Parratt and the Staff of the Regiment.  
The Churchwardens of Kingston-on-Thames.  
The Chairman of the East Molesey Local Board.  
Chairman of the Surbiton Improvement Commission.  
The Chairman of the Hampton Wick Local Board.  
The Corporation of Kingston-upon-Thames.  
The Under-Sheriffs of Surrey.  
The Under-Sheriffs of Middlesex.  
The Borough Magistrates.  
The County Magistrates.  
The County Members.  
THE MAYOR OF KINGSTON-UPON-THAMES.  
The Lord High Steward.  
The High Sheriff of Surrey.  
The Sheriffs of Middlesex.  
THE LORD MAYOR OF LONDON.  
12th Surrey Rifle Volunteers.

As soon as the Lord Mayor's Carriage has passed over the Bridge, a Royal Salute of 21 guns will announce to the Town and neighbourhood that Kingston Bridge is once more TOLL FREE.

The Procession will start from the Station at 3.15 p.m. passing by Richmond Road, London Street, Eden Street, Market Place, Church Street, Clarence Street, over the Bridge to Hampton Wick, then by High Street, Park Road, St. John's Road, and Park Grove; returning by the Bridge, through Thames Street, to the Griffin Hotel, where a Déjeuner will be given to the Lord Mayor and other Officials.

In the Evening the Bridge will be Illuminated, and a Grand Display of Fireworks take place at the River Side.

# Kingston Bridge Tolls

## - Debate Activity

**WHY** do you think there was an argument over whether to have tolls on the bridge or not?

- In groups of 2 or 3, take either the Character Card 1 or Character Card 2. Try and make this an equal split across the class.
- Make a list of all of the reasons why you think your character would feel the way they did about the tolls and what arguments they would put forward to convince the group. [Some suggestions are on the next page for group discussion afterwards.]
- Use the template to the right to structure your argument
- **TIME TO DEBATE!** Each group takes turns presenting Character 1 followed by Character 2.
- **DISCUSS** all together:



What is your opinion on the tolls now?

Which side of the debate was more convincing?

### HOW TO STRUCTURE A DEBATE

**Introduction** – State your opinion on the subject

**Facts** – Provide an example that shows why your opinion makes sense

**Emotive language** – Explain why this is important in terms of how it makes people feel

**Repetition** – Repeat your main argument after making each point.

Use **phrases** such as:

'In my opinion...'

'I strongly believe...'

'One one hand...on the other hand...'

'Because of that, I think...'

End with a **strong conclusion** summarising your point of view on the subject.

## Character 1 : William Kite

**Position:** FOR the toll

**Job:** Toll Collector on Kingston Bridge.  
Does not get paid if tolls are not collected

- 1.
- 2.
- 3.
- 4.

## Character 2 : Nancy Smith

**Position:** AGAINST the toll

**Job:** Market Stall owner at Kingston Market.  
Has to cross the bridge every day to get to work

- 1.
- 2.
- 3.
- 4.



For  
Class Discussion


1. It is the fairest way of raising money for the bridge
2. Everyone who uses the bridge should pay for it
3. It reduces traffic on the bridge as fewer people use it
4. It provides jobs for people to collect tolls

For  
Class Discussion

1. It is too expensive for working people to afford
2. Some people have to use it every day just to cross over the river
3. Extra money is wasted on paying people to collect tolls
4. The government should pay for things like this

# Design a Bridge Activity

Use the box below to design your bridge



**My bridge is designed to be used by** \_\_\_\_\_

\_\_\_\_\_

**because** \_\_\_\_\_

\_\_\_\_\_

**Materials I will use:** \_\_\_\_\_

\_\_\_\_\_

**because** \_\_\_\_\_

\_\_\_\_\_

# Modes of Transport

## - Teachers' Introduction

At the start of the nineteenth century, there were no buses or railways yet in London. The only way to transport products from the ports or to market was using carts pulled by hand or by horses.

Ordinary people walked to work and rarely left the local area where they lived, and wealthier people would use private, horse-drawn carriages.

As Britain became richer through trade and industry, more money and business moved into the towns just outside of London. Towns such as Kingston became the first 'suburbs'. New modes of transport were therefore required to serve the people who had to move back and forth - what we call 'commuters'.

Following an idea he had seen in Paris, George Shillibeer launched a new type of service, turning the stage-coaches used for individual wealthy people into a carriage to hold multiple members of the public. They ran to a strict timetable, did not need to be booked, could be hailed from anywhere along the route, and passengers were assisted on and off by a conductor, who took the fares.

This began a very popular new mode of transport around London called the 'Omnibus' - which means 'bus for everybody'. By 1832 there were 400 horse buses operating across London, and by the 1890s, over 2,000! This means over 25,000 horses, so stables were also built, and new jobs were created for grooms, blacksmiths and saddlers.

Kingston had its very own Omnibus, which you can see in the photo on the right. In 1851, Thomas Tilling bought his first horse bus - with a grey horse called Kitty - and ran four journeys a day between Peckham and Oxford Street. By 1892, he had 4,000 horses, and served new routes including this one that stopped at Petersham Park, Richmond and Kingston. He also brought some new innovations. They now stopped at fixed points, rather than wherever the driver or passengers wanted, so the beginning of the 'bus stop'. He even introduced an early form of the Oyster card: a 'correspondence' ticket which enabled passengers to travel across London on any omnibus.

What are some creative ways

By 1899 the first motorised buses, using powered steam and later petrol, began to be tested. Steam and fuel were much more efficient than horse-drawn transport. Soon, businesses began to sell off the stables to be turned into factories, garages or laundries, and by 1914, most of the omnibus horses were taken to be used for work in WW2.



# Modes of Transport

## -Make a Timeline Activity

**How** did transport continue to change as time moved on?

- Watch the film from the link on the next page and use the internet to research how types of transportation changed between 1900 and 2000
- What new kinds of vehicles were invented?
- What was different about the way they were powered and how they looked?
- **DRAW** the main type of new transport for each decade on the timeline



What else would I like to find out?

A London General Omnibus Company knifeboard horse bus, in service between Putney Bridge and Piccadilly.



A Thomas Tilling Omnibus horse bus, serving Petersham Park, Richmond and Kingston

# Modes of Transport

## -Class Introduction

Click [here](#) to watch a short film about the history of transport to get you started



# Modes of Transport

## -Make a Timeline Activity

1900

1920

1940

1960

1980

2000



# Kingston Market

## -Teachers' Introduction

Kingston Market Place is a focal point for the understanding of culture in Kingston, both historically and in the present day. It can be used to better understand the wider role of the 'Market Place' in the national context as a natural gathering place for public and social occasions as well as a lens through which to explore wider themes such as migration, industrialisation, urbanisation and cultural diversity.

The River and the Market are credited with making Kingston the town that it became, bringing the people and trades that established it as one of the main centres outside of central London.

The poet John Leland called Kingston, in 1535, "The Beste market in all of Southery"!

Early traders settling in Kingston Market and its neighbouring streets divided the area into distinct 'booths' for their type of trade, which remained up until the 19th century. It is why we still have the 'Apple Market' and 'Horse Fair', separate to the main square.

Until the railways were established in 19th century, Kingston was surrounded by farmland, and surrounding areas like Chessington and New Malden were still rural. Kingston Market was therefore one of the very few thriving market towns in the Medieval period and would have been a very exciting place for people to come and visit and sell their products.

As early as 1242 there are records of streets with the names: Salterers Lane, Wool and Leather Markets and Butchery and Cook Row. The earlier Kings would only grant permissions to hold 'fairs' which were once or twice a year. However from around 1440, Henry VI granted Kingston a charter to hold more regular markets and increase the range of goods they were allowed to trade in. The 1448 charter lists around 30 items including: hogs, wine, butter, cheese, salt, woad, tallow, malt, cloth, arrows, coal, nails and salmon.

Soon, a weekly market was held every Saturday. In 1621 Charles I made a law that no other market could be set up within 7 miles of Kingston, so that it could retain its dominance as the best market with its special location on the river Thames. Traders were required to follow certain rules and pay tolls to be able to trade at the market as it became increasingly successful, drawing in different kinds of traders and communities as time moved on.

Today, the market is open 7 days a week and has 29 permanent stalls, selling everything from vegetables to flowers to craft items as well as hosting live music events, festivals and the annual Christmas Market.

# Kingston Market Then & Now

## -Activity

**How** did the market change over time?

- Take a look at the photos on following pages of Kingston 'Then' and 'Now'
- What differences and similarities can you see?
- Think about:

? What is the market used for?  
What kinds of people are using the market?

? What is being sold at the market?  
What are people wearing?

? What vehicles are being used?  
What kinds of sounds and smells would you sense?



# Kingston Market Then



Market Place Kingston, London early 1900s



The market place, Kingston upon Thames, Surrey, 1890



Kingston Upon Thames, Market Place 1906



The market place, Kingston upon Thames, Surrey, 1890.

# Kingston Market Now



Kingston Christmas Market, 2010



Vegetables for sale, 2010



Moroccan Tagine food stall, 2014

# Kingston Market Now



Focaccia for sale, 2010



Undercover vegetable market, 2012



Bubble Show, 2017



International Food Fair 2010





# Kingston Market Then & Now -Activity

A big part of what has changed in Kingston Market – as well as in many parts of the world – are the type of jobs and trades that people have.

Take a look at the **primary source** on the next page – a newspaper clipping from 1884 advertising various services available in the market. Use the wordsearch below to find some of these jobs that have been defined for you on the right.

Make a list of all of the jobs that you still recognise today and a list of those jobs that you don't think still exist. Why do you think this is?

R	N	L	A	E	R	E	N	I	O	J	H	A	N
W	R	S	A	D	D	L	E	R	R	O	A	Z	E
I	P	E	W	T	E	R	E	R	U	R	E	R	E
J	L	O	H	H	G	P	G	L	O	V	E	R	R
M	E	P	T	K	S	H	O	E	M	A	K	E	R
K	A	I	E	F	L	E	T	C	H	E	R	L	C
M	M	P	I	E	R	R	E	N	N	A	T	I	O
S	L	L	E	H	T	D	A	A	R	R	R	G	B
S	G	U	T	H	G	I	R	L	E	E	H	W	B
A	L	M	R	R	E	K	K	A	I	W	N	L	L
T	E	B	T	C	S	R	L	Z	P	R	P	R	E
L	A	E	E	C	A	B	A	H	H	E	H	O	R
N	B	R	I	C	K	L	A	Y	E	R	R	G	E
G	S	N	E	A	G	H	R	E	K	N	I	T	A

GLAZIER  
DRAPER  
SHOEMAKER  
SADDLER  
SMITH  
FLETCHER  
GLOVER  
JOINER  
TANNER  
BRICKLAYER  
PLUMBER  
PEWTERER  
WHEELRIGHT  
TINKER  
COBBLER

**Glazier** – Someone who cuts, fits and installs glass and windows

**Draper** – Someone who sells textile fabrics

**Shoemaker** – Someone who makes shoes

**Saddler** – Someone who makes and repairs saddles for horses

**Smith** – Someone whose job involves making things out of metal

**Fletcher** – Someone who makes arrows

**Glover** – Someone who makes or sells gloves

**Joiner** – Someone who cuts and fits joints and wood without screws or nails

**Tanner** – Someone who makes leather from animal skins

**Bricklayer** – Someone who lays bricks to construct brickwork

**Plumber** – Someone who installs and maintains water systems

**Pewterer** – Someone who makes utensils out of pewter [a soft metal]

**Wheelright** – Someone who makes or repairs wooden wheels.

**Tinker** – Someone who fixes and mends broken household items

**Cobbler** – Someone who fixes and mends shoes

SMITHERS and SONS, London Street, Kingston.

WEEK DAYS.	HIGH LEVEL LINE. (Waterloo, Ludgate Hill, &c.)	
KINGSTON	8 35 7	10 15 7
Northam & R.H.	8 38 7	10 18 6
New Malden	8 40 7	10 20 6
Paynes Park	8 42 7	10 22 6
Wimbledon	8 45 7	10 25 6
Wimbledon	8 48 7	10 28 6
Tulse Hill	8 51 7	10 31 6
Clapham	8 54 7	10 34 6
Clapham	8 57 7	10 37 6
Clapham	9 00 7	10 40 6
Clapham	9 03 7	10 43 6
Clapham	9 06 7	10 46 6
Clapham	9 09 7	10 49 6
Clapham	9 12 7	10 52 6
Clapham	9 15 7	10 55 6
Clapham	9 18 7	10 58 6
Clapham	9 21 7	11 01 6
Clapham	9 24 7	11 04 6
Clapham	9 27 7	11 07 6
Clapham	9 30 7	11 10 6
Clapham	9 33 7	11 13 6
Clapham	9 36 7	11 16 6
Clapham	9 39 7	11 19 6
Clapham	9 42 7	11 22 6
Clapham	9 45 7	11 25 6
Clapham	9 48 7	11 28 6
Clapham	9 51 7	11 31 6
Clapham	9 54 7	11 34 6
Clapham	9 57 7	11 37 6
Clapham	10 00 7	11 40 6
Clapham	10 03 7	11 43 6
Clapham	10 06 7	11 46 6
Clapham	10 09 7	11 49 6
Clapham	10 12 7	11 52 6
Clapham	10 15 7	11 55 6
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Clapham	10 24 7	12 04 6
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Clapham	11 09 7	12 49 6
Clapham	11 12 7	12 52 6
Clapham	11 15 7	12 55 6
Clapham	11 18 7	12 58 6
Clapham	11 21 7	13 01 6
Clapham	11 24 7	13 04 6
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Clapham	11 54 7	13 34 6
Clapham	11 57 7	13 37 6
Clapham	12 00 7	13 40 6
Clapham	12 03 7	13 43 6
Clapham	12 06 7	13 46 6
Clapham	12 09 7	13 49 6
Clapham	12 12 7	13 52 6
Clapham	12 15 7	13 55 6
Clapham	12 18 7	13 58 6
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Clapham	12 24 7	14 04 6
Clapham	12 27 7	14 07 6
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Clapham	12 57 7	14 37 6
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Clapham	1 09 7	14 49 6
Clapham	1 12 7	14 52 6
Clapham	1 15 7	14 55 6
Clapham	1 18 7	14 58 6
Clapham	1 21 7	15 01 6
Clapham	1 24 7	15 04 6
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Clapham	1 57 7	15 37 6
Clapham	2 00 7	15 40 6
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Clapham	2 06 7	15 46 6
Clapham	2 09 7	15 49 6
Clapham	2 12 7	15 52 6
Clapham	2 15 7	15 55 6
Clapham	2 18 7	15 58 6
Clapham	2 21 7	16 01 6
Clapham	2 24 7	16 04 6
Clapham	2 27 7	16 07 6
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Clapham	8 12 7	21 52 6
Clapham	8 15 7	21 55 6
Clapham	8 18 7	21 58 6
Clapham	8 21 7	22 01 6
Clapham	8 24 7	22 04 6
Clapham	8 27 7	22 07 6
Clapham	8 30 7	22 10 6
Clapham	8 33 7	22 13 6
Clapham	8 36 7	22 16 6
Clapham	8 39 7	22 19 6
Clapham	8 42 7	22 22 6
Clapham	8 45 7	22 25 6
Clapham	8 48 7	22 28 6
Clapham	8 51 7	22 31 6
Clapham	8 54 7	22 34 6
Clapham	8 57 7	22 37 6
Clapham	9 00 7	22 40 6
Clapham	9 03 7	22 43 6
Clapham	9 06 7	22 46 6
Clapham	9 09 7	22 49 6
Clapham	9 12 7	22 52 6
Clapham	9 15 7	22 55 6
Clapham	9 18 7	22 58 6
Clapham	9 21 7	23 01 6
Clapham	9 24 7	23 04 6
Clapham	9 27 7	23 07 6
Clapham	9 30 7	23 10 6
Clapham	9 33 7	23 13 6
Clapham	9 36 7	23 16 6
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Clapham	9 51 7	23 31 6
Clapham	9 54 7	23 34 6
Clapham	9 57 7	23 37 6
Clapham	10 00 7	23 40 6
Clapham	10 03 7	23 43 6
Clapham	10 06 7	23 46 6
Clapham	10 09 7	23 49 6
Clapham	10 12 7	23 52 6
Clapham	10 15 7	23 55 6
Clapham	10 18 7	23 58 6
Clapham	10 21 7	24 01 6
Clapham	10 24 7	24 04 6
Clapham	10 27 7	24 07 6
Clapham	10 30 7	24 10 6
Clapham	10 33 7	24 13 6
Clapham	10 36 7	24 16 6
Clapham	10 39 7	24 19 6
Clapham	10 42 7	24 22 6
Clapham	10 45 7	24 25 6
Clapham	10 48 7	24 28 6
Clapham	10 51 7	24 31 6
Clapham	10 54 7	24 34 6
Clapham	10 57 7	24 37 6
Clapham	11 00 7	24 40 6
Clapham	11 03 7	24 43 6
Clapham	11 06 7	24 46 6
Clapham	11 09 7	24 49 6
Clapham	11 12 7	24 52 6
Clapham	11 15 7	24



# Interpreting Primary Sources

## -Use of language Activity

The English language has changed quite a bit over time. Some of these **primary sources** from **Kingston Heritage Centre** provide a window into how people in the past communited.

Working in partners or small groups, read the instructions below that were issued to traders in Kingston Market in the 19th century.

On the blank pages, see if you can work out what they were saying. Why do you think this can be difficult to do?

1

*Kingston-upon-Thames.*

**Whereas,**

**Frequent and well-grounded Complaints have been made of the practice which has lately prevailed to a great extent in the Market of this Town, that Persons attending the same with Provisions, Fruit, and other Articles for Sale, do in defiance of the Law, and the usual custom of the said Market, privately bargain for, and secretly sell such Provisions, &c. intended for public sale in the Market, before the ringing of the Bell, to the manifest injury and inconvenience of the Inhabitants of the Town and Neighbourhood, and the gradual decline of the Market. In order therefore effectually to check such illegal practices, Notice is hereby given, that from the date hereof, any Persons found offending herein will be indicted and punished as Forestallers and Regrators.**

*Dated this 10th Day of September*

**BY ORDER OF THE P**

2

The O A T H of an *Ale-conner.*

**Y**OU shall diligently endeavour to see, that all Butchers, Bakers, Poulterers, Fishmongers, and all others, that set any Victual to Sale within this Town, that the same be sweet and wholesome for Man's Body.

Also that all Brewers who brew for Sale any Beer or Ale, do make the same good and wholesome for Man's Body, and do utter the same in Vessels marked of Content, according to the Statute; And at such Rates and Prices as are or shall be limited by the Justices of Peace.

And in every other thing that belongeth to your Office you shall well and uprightly behave yourselves.

*So help you, God.*



# Be An Oral Historian -Activity

## PRACTICAL ACTIVITY

Oral history is a way of capturing and preserving people's memories for future generations. It is particularly important as it ensures that people's everyday experiences, which might easily be lost in time, are recorded.

You can help us learn more about the local history of Kingston and its communities by capturing the memories and opinions of people you know!

## DISCUSS

What kind of questions would you ask your interviewee?

Some suggestions below:



**What is your connection to Kingston?**

**What do you remember about Kingston?**

**What do you think is important about Kingston?**

**What was it like growing up in Kingston?**

**Do you eat new types of food now than you did growing up?**

**What is your favourite thing about Kingston?**

**Do you need to commute for work? If so, where and how?**

**Why do you think local history is important?**

# Be An Oral Historian -Activity

## STEP 1 – PLANNING

Pupils should be invited to identify someone they'd like to interview who has lived or worked in Kingston. This could be a grandparent, parent, sibling, teacher or friend!

Pupils should be encouraged to allow for scope for diversity of experience, culture and heritage to be reflected in the oral histories they capture.

Comparing different narratives, children should encourage an understanding of a variety of experiences, views and lives.

## STEP 2– INTERVIEWING

Make sure everybody involved has their phones turned off and that you are somewhere you won't be disturbed.

Spend some time just chatting generally before you start recording to make your interviewee feel relaxed.

Resist the urge to interrupt and count to five in your head before asking each new question to encourage your interviewee to keep speaking and sharing.

Pupils could also gather other sources to support their enquiries, such as photographs or memorabilia.

## STEP 3 – SHARING

The class should share their accounts and consider:

- What did people remember from their time in Kingston. Do any themes emerge?
- Why might people's accounts of living or working in Kingston differ? What aspects are similar/different?
- What has stayed the same / changed over time?
- How do sources of evidence gathered support/challenge people's accounts?
- **CREATE** a timeline showing an overview of the key societal changes / key events etc. over the decades, with life in Kingston being the thread running through.